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PART I. INFORMATION FOR PROSPECTIVE MAJORS

1. Introduction

1.1 What is Sociology?

Sociology deals with the full range of social groups—from small groups to towns, communities, and nations, and with all realms of social interaction—from economy to polity to culture. Its subject matter can be a small circle of friends, large organizations and governments, or even cross-cultural influences and the global system of capitalism.

Sociologists emphasize the careful use of evidence to develop and enrich our understanding of social processes. Sociological studies attempt to explain diverse patterns of social organization and culture, thus discovering the similarity of apparently disparate phenomena, as well as the distinctiveness of outwardly similar situations. Sociologists use a number of methods, including historical and narrative approaches, interviews, questionnaires, participant observation, and statistical analysis. Because sociologists study a broad range of social phenomena, they use whatever method seems appropriate to the particular question.

While the various social sciences overlap to some degree, they have different emphases and make distinct contributions. Psychologists favor experimental methods in the study of individuals and small groups; anthropologists emphasize field research and focus on non-Western cultures; economists emphasize mathematical modeling within a highly developed theoretical paradigm. Political scientists and sociologists use similar methods and overlap significantly in their substantive interests in politics, though political scientists study formal governmental processes more so than do sociologists. For sociologists, economy and polity are less distinct realms of study than special cases of social processes that have much in common with other social institutions.

Sociological concepts have influenced historians, political scientists, policy makers, and cultural critics. Everyday conversations are peppered with terms and concepts that sociologists have contributed to popular and intellectual discourse, including: "the self-fulfilling prophecy," "conspicuous consumption," "WASP," "social mobility," "in-groups" and "out-groups," "modernization," and "social structure." Sociologists studied social stratification—including the role of race and gender in contemporary society—long before such issues became central questions of policy and debate in universities as a whole. Many modern survey and statistical techniques, including polling and survey design, were pioneered by sociologists.

1.2 What Good is Sociology?

1.2.1 Distribution Area Requirements

Candidates for the A.B. degree must successfully complete one course in Epistemology and Cognition (EC); one course in Ethical Thought and Moral Values (EM); one course in Historical Analysis (HA); two courses in Literature and the Arts (LA); one course in Quantitative Reasoning (QR); two courses with laboratory in Science and Technology (ST); and two courses in Social Analysis (SA). Candidates for the BSE degree must complete a minimum of seven humanities and social science courses, among which they will be required to take one course in four of the following five distribution areas: EC, EM, HA, LA, and SA. Most courses in Sociology contribute to satisfying the SA distribution area requirement, and some fulfill the requirement for HA, QR, or EC.
1.22 Career Options for Sociology Majors

There are numerous career opportunities for sociologists including, for example, work with survey organizations (public opinion polling, census bureaus, test marketing), public health, public policy, academia, statistical analysis, business administration, and private foundations. A common misconception is that professional schools require that applicants have majored in a particular subject, such as politics for law school or economics for business school. In fact, many recent sociology graduates have gone on to law, medical, or business school. What do Princeton Sociology majors actually do after they graduate? To answer this question, we conducted a survey of our graduates. We mailed surveys to all Sociology majors who graduated from 1982-1993, asking them about their current occupations. Based on 74 responses, we found that:

--A majority (54%) work in the private for-profit sector, probably reflecting employment patterns nation-wide. A significant minority (30%) work in non-profit organizations, including educational institutions. Smaller numbers work in government and other settings.

--Approximately 18% work in education; 18% in communications and media; 16% in finance, insurance, and real estate; and 13% in law. Other fields of work include public policy, medicine, and manufacturing.

--A large majority obtain advanced degrees after graduating from Princeton. Of those who had been out of Princeton for at least six years, 68% had received advanced degrees. Most common were law degrees. There are also quite a few M.B.A.s, M.D.s and Ph.D.s among our graduates.

--In polling Sociology majors graduating in 2000, we found that students were going on to obtain advanced degrees and working for non-profit organizations or private industry.

2. Sociology at Princeton

2.1 The Department

The Sociology Department at Princeton remains a relatively small department in which students and faculty often come to know each other quite well. While the department's program is designed to familiarize all students with sociological fundamentals, it is receptive to diverse perspectives and interdisciplinary approaches. Departmental majors commonly combine their interests in sociology with work in other disciplines and programs (for example, History, Anthropology, Politics, Women and Gender Studies, Economics, African-American Studies, Latin American Studies, East Asian Studies, and Environmental Studies). The department encourages its students to study issues from a variety of perspectives; one becomes a good sociologist by also becoming a thoughtful, well-rounded scholar. For example, many courses encourage active participation in the research process through field experience, survey research, or statistical analysis. The department also urges students with a policy orientation to put their training to practical use in the service of others.

The following list illustrates the wide range of substantive issues addressed in the teaching and research of Princeton sociologists:

--processes of decision-making in large-scale political, business, and religious organizations;
--the causes and consequences of racism and other ethnocentrisms;
--the persistence and impact of poverty and inequality;
--demographic patterns of immigration, marriage, fertility, and mortality;
--the interplay between migration and development;
--the role of religion in social change;
the composition of minority students in academically selective colleges and universities;
how culture shapes economic rationality and social innovation;
changing patterns of sexuality, gender, and family life;
the arts and media, and their audiences;
the causes and dynamics of social movements and revolutions;
changes in East Asian, Latin American, North American and European societies.

2.2 Faculty

THOMAS J. ESPENSHADE (Chair), Ph.D., Princeton: Social Demography, Diversity in Higher Education, Contemporary U.S. Immigration [102 Wallace Hall, socchair@princeton.edu, 8-2044]. http://opr.princeton.edu/faculty/page.asp?id=tje

Professor Espenshade is a social demographer whose research focuses on diversity in higher education. He is directing the National Study of College Experience, a multi-institution collaborative study whose purpose is to better understand how courses, activities, social networks, and people’s backgrounds affect their experiences in applying to and attending academically selective colleges and universities in the United States. He is also working with other faculty at Princeton to design a collaborative research project to examine students’ engagement in and satisfaction with diversity experiences while in college. Professor Espenshade’s most recent previous work focused on contemporary U.S. immigration, including models of illegal immigration, public opinion toward immigration, the processes of immigrant adaptation to life in a new country, and estimates of the fiscal and labor market impacts of U.S. immigration. He is author or editor of The International Migration of the Highly Skilled: Demand, Supply, and Development Consequences in Sending and Receiving Countries (2001), High-Skilled Migration, special issue of Population Research and Policy Review (2001), and Keys to Successful Immigration: Implications of the New Jersey Experience (1997).

Sample publications:


ELIZABETH M. ARMSTRONG, Ph.D., University of Pennsylvania: Sociology of Medicine, Social Problems, Health Policy, and the History of Medicine and Public Health [253 Wallace Hall, ema@princeton.edu, 8-6981]. http://opr.princeton.edu/faculty/page.asp?id=ema

ON LEAVE, 2002-03.
Professor Armstrong is interested in the social construction of disease and diagnosis, the interrelationship of status and health, and the sociology of bioethics. Her current research includes a study of the determinants and consequences of media and political attention to diseases, a social history of pregnancy and prenatal care in the U.S., and an investigation of gender bias in American childrearing practices. Her book, *Conceiving Risk, Bearing Responsibility: Ideas about Alcohol and Reproduction in the Modern Era*, is forthcoming from Johns Hopkins University Press. She has a joint appointment in the Woodrow Wilson School.

Sample Publications:


MIGUEL A. CENTENO, Ph.D., Yale: Political Sociology, Latin American Society, Organizations [122 Wallace Hall, cenniga@princeton.edu, 8-4452]. http://www.princeton.edu/~cenniga

ON LEAVE, 2002-03.

Professor Centeno, currently the Master of Wilson College, is interested in political sociology and social change. He is the author of *Democracy within Reason: Technocratic Revolution in Mexico* and *Blood and Debt: War and the Nation State in Latin America* among other works and the editor of *Towards a New Cuba* and *The Politics of Expertise in Latin America*, *The Other Mirror: Comparative Theory Through A Latin American Lens* (ed. with F. Lopez-Alves); and *Mapping the Global Web* (ed. with E. Hargittai).

Sample publications:


SARA CURRAN, Ph.D., University of North Carolina, Chapel Hill: Social Demography, Stratification, Development Studies, Methodology, Sociology of Environment [153 Wallace Hall, curran@princeton.edu, 8-6487].

http://www.princeton.edu/~sociolog/faculty_directory/curran3.html
Professor Curran has interests in demography, gender, economic development, environment, and Southeast Asia. Her current research interests are household and family resource allocation and decision-making models (both in the U.S. and Thailand), migration and social change, marriage, aging, gender, and population dynamics and environmental change. She is currently working on a book, *Shifting Boundaries, Transforming Lives: Globalization, Gender, and Family in Thailand*, which examines how gender and family relations are redefined through migration and education in Thailand.

Sample publications:


Professor DiMaggio has written widely on organizational analysis and the sociology of culture. Among the several books he has written or edited are *The New Institutionalism in Organizational Analysis; Race, Ethnicity and Participation in the Arts*; and *The 21st-Century Firm: Changing Economic Organization in International Perspective*. His interests include the sociology of art and culture, social stratification, economic sociology, complex organizations, and the social implications of technology. He is research coordinator for the Princeton Center for Arts and Cultural Policy Studies and is involved in research on cultural contention in the United States, participation in the arts, and inequality of access to new digital technologies.

Sample publications:


**FRANK R. DOBBIN**, Ph.D., Stanford: Comparative-Historical Sociology, Organizations, Public Policy [Wallace Hall, dobbin@princeton.edu, 8-4541]. http://www.princeton.edu/~dobb

**ON LEAVE, 2002-03.**

Professor Dobbin studies organizations and economic behavior. His book, *Forging Industrial Policy: The United States, Britain, and France in the Railway Age*, traces nations’ modern industrial strategies to early differences in their political systems. He is currently studying how Civil Rights law transformed human resources practices, how federal legislation shaped corporate work-family policies, how antitrust regulation influenced the historical evolution of business strategy, and how both public regulation and private management consulting have affected corporate structure.

Sample publications:


**PATRICIA FERNANDEZ-KELLY**, Ph.D. Rutgers University: International Economic Development; Gender, Class and Ethnicity; Urban Sociology [OPR, 225 Wallace Hall, mpfk@opr.princeton.edu, 8-2237]. http://opr.princeton.edu/faculty/page.asp?id=mpfk

Professor Fernandez-Kelly has a joint appointment in Sociology and the Office of Population Research. She is a social anthropologist with an interest in international development and an early student of export-processing zones in Asia and Latin America. Her book on Mexico’s maquiladora program, *For We Are Sold, I and My People: Women and Industry in Mexico’’ Frontier was featured by Contemporary Sociology as one of twenty-five favorite books of the last twenty-five years. With Lorraine Gray, she co-produced the Emmy award winning documentary “The Global Assembly Line.” She has written on migration, economic restructuring, women in the labor force, and race and ethnicity. Her latest projects include research on African-American Families living in poor Baltimore neighborhoods, the remaking of the Cuban-American working class in Hialeah, and the adaptation of Nicaraguan migrants in Miami.
Sample publications:


**JOSHUA R. GOLDSTEIN**, Ph.D., Berkeley: Demography, Race and Ethnicity, the Family, Quantitative Methods [OPR, 257 Wallace Hall, josh@princeton.edu, 8-5513].

http://lotka.princeton.edu/~josh

Professor Goldstein specializes in demography. He is interested in the demography of the family and in race and ethnicity. He is co-editor of *Spotlight on Heterogeneity: An Assessment of the Federal Standards for Race and Ethnicity Classification*. He is currently working on time trends in U.S. marriage and divorce patterns.

Sample publications:


**SUZANNE KELLER**, Ph.D., Columbia: The Family, Social Stratification, Urban Sociology, Social Aspects of Physical Design [126 Wallace Hall, skeller@princeton.edu, 8-4546].

**ON LEAVE, SPRING 2003.**

Professor Keller’s work has focussed on social stratification and elites, comparative family systems, and the sociology of physical space and design. She has written and edited a number of books, including *Beyond the Ruling Class: Strategic Elites in Modern Society*, *The Urban Neighborhood*, *The American Dream of Family*, and is co-author of *Sociology*, a text. She is currently at work on a book on Modern Communities. She was the first woman to receive tenure at Princeton University.
Sample publication:


**MICHELE LAMONT**, Ph.D., Paris: Culture, Race, Inequality, Theory, Comparative Sociology, Knowledge [128 Wallace Hall, mlamont@princeton.edu, 8-4538]. **ON LEAVE, 2002-03.**

http://www.princeton.edu/~sociolog/faculty_directory/mlhomepage.html

Professor Lamont’s current research concerns: 1) criteria of evaluation of knowledge in the social sciences and the humanities; 2) everyday black anti-racism; and 3) the culture of universalism and particularism (e.g., do people think that it is natural to “help your own kind”). Her previous work includes studies of cultural definitions of status among professionals and managers; how intellectual reputations are made; cultural repertoires and national identity in France and the United States; and how social groups draw boundaries, particularly on the basis of class, race, and immigration.

Sample publications:


**SCOTT M. LYNCH**, Ph.D., Duke University: Demography of Aging, Social Epidemiology, Statistical Methodology [Sociology, 114 Wallace Hall, slynch@princeton.edu, 8-7255].

http://www.princeton.edu/~slynch

Professor Lynch has interests in health and mortality demography and in developing Bayesian statistical methods for use in sociology. His current projects include examining and explaining temporal variation in the relationship between education and health and developing Bayesian multistate life table methods which allow inclusion of covariates in predicting transition rates.

Sample Publications:


SARA MCLANAHAN, Ph.D., University of Texas: Inequality, Family Demography, and Social Policy. Director of Bendheim-Thoman Center for Research on Child Wellbeing. [OPR, 265 Wallace Hall, mclanaha@opr.princeton.edu, 8-4875]. http://crcw.princeton.edu/mclanahan


Sample publications:


“Welfare Reform, Fertility and Father Involvement.” S. McLanahan (with Carlson). In The Future of Children. Forthcoming

ALEJANDRO PORTES, Ph.D., University of Wisconsin, Madison: Immigration and Ethnicity, National Development, Urbanization, Economic Sociology [188 Wallace Hall, aportes@princeton.edu, 8-4436]. http://opr.princeton.edu/faculty/page.asp?id=aportes

Professor Portes has published on immigration, economic sociology, and international development. His most recent book is Legacies: The Story of the Immigrant Second Generation (with R. G. Rumbaut), published by the University of California Press (2001) and which was selected for the 2002 Distinguished Publication Award by The American Sociological Association. His book City on the Edge, the Transformation of Miami (with A. Stepick) also won prizes as the best book in urban sociology and in urban anthropology in 1995. He has recently completed a 10-year longitudinal study of the immigrant second generation and a comparative study of transnational communities in Latin America and the United States. Results of his study on immigrant transnationalism appeared in the April 2002 issue of The American Sociological Review. Professor Portes is a past president of The American Sociological Association (1998-99), a fellow of the American Academy of Arts and Sciences, and a member of the National Academy of Sciences.

Sample publications:


**GILBERT ROZMAN,** Ph.D., Princeton: Comparative Sociology; the Sociology of International Relations; Chinese, Japanese, Korean, and Russian Society [149 Wallace Hall, grozman@princeton.edu, 8-5094].

Professor Rozman is interested in comparisons and mutual perceptions of societies and has conducted research on such issues in China, Japan, Korea, and Russia. Other research includes macrosociological comparisons of modernization and premodern urban development, and comparisons of Japan and the United States, or, more broadly, East Asian and Western paths of development. He has written and edited many books, including *The East Asian Region, Japan's Response to the Gorbachev Era, and Dismantling Communism.*

Sample publications:

“Japan’s Quest for a Great Power Identity.” *Orbis* 46(1), Winter 2002, pp. 73-91.


“Russia’s Calculus and Japan’s Foreign Policy in Pacific Asia,” in Takashi Inoguchi (ed.), *Japan’s Asian Policy* (New York: Palgrave, 2002).


**MARIO LUIS SMALL,** Ph.D., Harvard: Urban Poverty, Immigrants, Inequality and Culture [145 Wallace Hall, msmall@princeton.edu, 8-6970].

Professor Small has interests in urban poverty, social capital, community participation, neighborhood institutions, higher education, and culture. His research involves both quantitative and ethnographic methods. Based on research in a Boston housing project, he is completing a book titled *Villa Victoria: The Transformation of Social Capital in an Urban Barrio.* With Michèlle Lamont, he is writing *Culture and Social Inequality,* a book that introduces upper-level
undergraduates to the interaction between culture and systems of inequality in the United States. He is also beginning a research project on whether and how day care centers help poor parents obtain information about resources available to the poor and generate either bonding (within-group) or bridging (between-group) social capital.

Sample Publications:


PAUL E. STARR, Ph.D., Harvard: Medical Sociology, Political Sociology, Economic Sociology, Sociology of Knowledge [124 Wallace Hall, starr@princeton.edu, 8-4533].
http://www.princeton.edu/~starr

Professor Starr has interests in medical sociology, political sociology, economic sociology, and the sociology of knowledge. He is co-editor of the journal The American Prospect and is involved in public policy debates on health care and health insurance. His publications include The Social Transformation of American Medicine.

Sample publications:


HOWARD F. TAYLOR, Ph.D., Yale: Social Psychology, Race/Ethnicity and African-American Studies, Research Methods [147 Wallace Hall, 0756353@princeton.edu, 8-4547].

Professor Taylor's teaching and research interests include social psychology, race and ethnic relations, the IQ heritability controversy, African-American studies, sociology of education, and research methods, fields in which he has published many articles, chapters, and books. He is a former chair of Princeton’s African American Studies Program. His books include: The IQ Game: A Methodological Inquiry into the Heredity-Environment Controversy; Balance in Small Groups; Sociology: Understanding a Diverse Society; and the forthcoming Race, Class, and the Bell Curve in America.
Sample publications:


MARTA TIENDA, Ph.D., University of Texas, Austin: Inequality, Social Demography, Ethnicity and Immigration, Labor Markets, Education [OPR, 247 Wallace Hall, 8-5808, tienda@opr.princeton.edu, and 184 Wallace Hall, 8-1753]. http://opr.princeton.edu/faculty/page.asp?id=tienda ON LEAVE, 2002-03.

Professor Tienda, who has a joint appointment with the Woodrow Wilson School of Public Policy, is interested in social demography, labor markets, ethnic stratification, immigration and poverty. Her current research focuses on minority enrollment in higher education. She is author of numerous papers and several books, including Youth in Cities (Cambridge, 2002); The Color of Opportunity (Chicago, 2001); The Hispanic Population of the United States (Russell Sage, 1987); Divided Opportunities (Plenum, 1988), and Hispanics and the U.S. Economy (Academic, 1985).

Sample publications:


BRUCE WESTERN, UCLA: Economic and Political Sociology, Quantitative Methodology, the Role of Labor in Contemporary Societies [116 Wallace Hall, western@princeton.edu, 8-2445]. http://www.princeton.edu/~western

Professor Western is interested in the economic and political sociology of labor markets and in statistical methods. His current research studies race and class inequality in the growth of American penal system and its effects on the economic opportunities of disadvantaged men. Other projects examine methodological issues in comparative research, and the impact of labor unions on earnings inequality and unemployment. His most recent book analyzes the growth and decline of labor unions in the United States and Western Europe, Between Class and Market (Princeton University Press).

Sample publications:


Professor Wuthnow is the author of numerous books, including Acts of Compassion: Caring For Others and Helping Ourselves; Learning to Care; Poor Richard's Principle: Recovering the American Dream through the Moral Dimension of Work, Business, and Money; Loose Connections: Joining Together in America’s Fragmented Communities; Growing Up Religious: Christians and Jews and Their Journeys of Faith; and Creative Spirituality: The Way of the Artist. His teaching interests concern the sociology of religion, cultural sociology, civic involvement, and the nonprofit sector. His current research concentrates on religion and public policy. He also directs the Center for the Study of Religion.

Sample publications:


**VIVIANA A. ZELIZER**, Ph.D., Columbia: Social History, Family and Childhood, Theory [120 Wallace Hall, vzeller@princeton.edu, 8-4557].

Professor Zelizer specializes in economic processes, historical analysis, and childhood. She has written on the development of life insurance (*Morals and Markets*) and on the changing economic and sentimental value of children in the United States (*Pricing the Priceless Child*). Her most recent book is *The Social Meaning of Money*. She is currently studying monetary transfers within organizations and in intimate social relations.

Sample publications:


**Associated Faculty**

**BURTON SINGER**, Ph.D. Stanford: Demography, Statistics, Higher Education [OPR, 21 Prospect Ave., singer@opr.princeton.edu, 8-5938].

http://opr.princetondu.edu/faculty/page.asp?id=singer

Professor Singer’s research interests lie at the intersection of population, health, and the environment. His current research focuses on the demography and economics of aging; the interrelationship between social stratification, psychological experiences, and their physiological sequelae, and development of an empirically-driven integrated theory of the interrelationships between human population structure, health, ecological transformation, energy resources and their utilization; and economics of alternative land use policies in Kenya and in the Amazon basin in Brazil. He is a member of The National Research Council Commission on Behavioral and Social Sciences and Education.

Sample publications:


2.3 Staff

**Departmental Representative**

Sara Curran, 106 Wallace Hall, 8-4530. E-mail: curran@princeton.edu

**Administrative Staff**

Cindy Gibson, Secretary for Undergraduate Administration, 106 Wallace Hall, 8-4530. E-mail: cindy@princeton.edu

Blanche Anderson, Secretary for Graduate Administration, 106 Wallace Hall, 8-4543. E-mail: blanche@princeton.edu

Donna DeFrancisco, Department Manager, 104 Wallace Hall, 8-4531. E-mail: defran@princeton.edu

Barbara McCabe, Secretary for Professor Portes, 188 Wallace Hall, 8-4436. E-mail: red@princeton.edu

2.4 Course Offerings, Fall 2002

SOC 101    The Sociological Perspective: Patterns of Social Behavior    P. Fernandez-Kelly 10:00 MW

SOC 212    Money, Work and Social Life    V. Zelizer 11:00 MW

SOC 222    The Sociology of Crime and Punishment    B. Western 1:30 M W

SOC 225/ Wom 225    Sex, Sexuality, and Gender    S. Curran 2:30 M W

SOC 301    Sociological Research Methods    H. Taylor 1:30 T Th

SOC 307    National Identities and Great Powers    G. Rozman 10:00 T Th
SOC 322    Elites, Leadership and Society
           S. Keller 11:00 T Th

SOC 404    Social Statistics
           B. Western 2:30-4:30 T

AAS 391/
SOC 391    Race, Class and Intelligence
           H. Taylor

LAS 401/
SOC 401    Seminar: Political Violence of the Left and Right in
           Latin America
           E. Pizarro

Graduate Courses That May Be Of Interest

SOC 501    Classical Sociological Theory
           M. Fourcade-Gourinchas
           Tuesday, 5:00 p.m., 190 Wallace

SOC 503    Techniques and Methods of Social Science
           A. Portes
           Friday, 2:30-5:30, 165 Wallace

SOC 510s** Selected Topics in Social Structure: Political
                Sociology of Advanced Societies
                P. Starr
                Tuesday, 1:30 (first meeting only), 190 Wallace
                (Meets during the second-half of the semester.)

SOC 510w* Selected Topics in Social Structure: Social
            Stratification and Inequality
            M. Small
            Tuesday, 11:00-2:00, 190 Wallace
            (Meets during the first-half of the semester.)

SOC 520p* Selected Topics in Social Institutions: Economic
            Sociology: Social Ties, Culture, and Economic
            Processes
            V. Zelizer
            Thursday, 11:00-2:00, 190 Wallace
            (Meets during the first-half of the semester.)

SOC 521    Religion and Culture Workshop
           R. Wuthnow
           Friday, 12:00-2:30, 5 Ivy Lane
SOC 530q**    Selected Topics in Social Processes: Organizations
Y. Shenhav
Monday, 2:30-5:30, 190 Wallace
(Meets during the second-half of the semester.)

SOC 530w**    Selected Topics in Social Processes: Sociology of Culture
P. DiMaggio
Wednesday, 9:00-12:00, 190 Wallace
(Meets during the second-half of the semester.)

SOC 550    Research Seminar in Empirical Investigation
S. Lynch
Wednesday, 6:00-9:00, 190 Wallace Hall

SOC 560    Research Seminar in Comparative Studies
G. Rozman
Monday, 7:00 p.m., 190 Wallace Hall

ECON 571/ SOC 571    Survey of Population Problems
Noreen Goldman
Monday/Wednesday, 1:00-2:30

WWS 571b/ SOC 575    Urbanization and Development
A. Portes
Thursday, 2:30-5:30, 190 Wallace

WWS 593a    Policy Analysis: Poverty and Public Policy (Session 1)
S. McLanahan
Wednesday 1:00-4:00, WWS
(Meets during the first-half of the semester.)

2.5 Tentative Course Offerings, Spring 2003

SOC 200    Culture, Social Structure and Individual Experience
V. Zelizer

SOC 210    Urban Sociology: The City and Social Change in the Americas
P. Fernandez-Kelly

SOC 214    Creativity, Innovation and Society
S. Tepper

SOC 221    Inequality: Race, Class and Gender
M. Small

SOC 241    The Social Basis of Individual Behavior
H. Taylor
SOC 302  Sociological Theory  
W. Wallace  
SOC 306  East Asian Region and Modernization  
G. Rozman  
SOC 336  Sociology of Poverty  
S. McLanahan  
SOC 344  Communications, Culture and Society  
P. Starr  
AAS 202/  Introductory Research Methods in African-American Studies  
SOC 202  H. Taylor  
AMS 360  American Journalism & Freedom of the Press  
SOC 360  P. Starr  

Graduate Courses That May Be Of Interest  
SOC 502  Contemporary Sociological Theory  
P. DiMaggio  
SOC 504  Social Statistics  
S. Lynch  
SOC 510x  Selected Topics in Social Structure: Comparative Methods (Tentative number and title) M. Fourcade-Gourinchas  
(Meets during the first half of the semester.)  
SOC 520p  Selected Topics in Social Institutions: Economic Sociology A. Portes  
(Meets during the second half of the semester.)  
SOC 520t  Selected Topics in Social Institutions: Comparative Study of Economic Organization and Culture (Tentative number and title) M. Fourcade-Gourinchas  
(Meets during the second half of the semester.)  
SOC 521  Religion and Culture Workshop  
R. Wuthnow  
SOC 550  Research Seminar in Empirical Investigation  
S. Lynch  
ECON 572/  Research Methods in Demography  
SOC 572  Staff
2.6 Choosing Sociology as a Major

Students who intend to declare Sociology as their major must, under normal circumstances, complete two Sociology courses before the end of their sophomore year. One of these should be SOC 101 (The Sociological Perspective: Patterns of Social Behavior); otherwise, a 200-level course must substitute for 101. In general, prerequisites count toward the number of departmental courses required for the major. Students who are considering a major in Sociology must not designate these courses as P/D/F. Freshmen Seminars taught by Sociology faculty may be counted as one of the two courses needed to enter the department, but they will not count toward the eight departmentals required for graduation. Under unusual circumstances, students may be admitted to the department if they have taken fewer than the two required Sociology courses by the beginning of their junior year. In this case, however, students must be able to demonstrate a commitment to Sociology and usually should have taken other social science courses outside the department.

To fulfill a major in Sociology, students must satisfy the following requirements:

(1) Complete a minimum of eight (8) departmental (including cognate) courses. SOC 301 (Sociological Research Methods; Fall) and SOC 302 (Sociological Theory; Spring) are required of all majors and should be completed by the end of the junior year. Sociology courses taken prior to the junior year count toward the eight required courses. Students may also include among these eight courses several cognate courses, which are defined as courses in other departments that are directly related to a student's sociological interests. To be included as part of one's departmental program, cognates must be pre-approved by the Departmental Representative.

In addition to Sociology 301 and Sociology 302, students are required to take SOC 101 (The Sociological Perspective), at least one course in two of the three 200-level course groupings, and at least one additional course at the 300-level or higher (including graduate courses) in order to graduate. See section 3.4 for the 200-level groupings.

(2) A single junior paper, usually 35-40 pages in length, due about mid-April.

(3) A senior thesis, typically 75-100 pages in length, due about mid-April.

(4) An oral examination on the senior thesis.

2.7 Study Abroad

Sociology welcomes students with international interests who wish to study abroad for one or two semesters. The department makes every effort to accommodate these students by making special arrangements for advising on independent work and by permitting them to take required courses out of sequence, either before or after the period of foreign study. Normally, at most two courses taken during a semester or a year abroad will count as departmentals. Such courses will need pre-approval from the Departmental Representative.
2.8 Examples of Recent Independent Work in Sociology

“Beyond the Town Limits: The Story of Transnational Migration Between Mesones and Princeton” http://cmd.princeton.edu/index.htm


“Felon Disenfranchisement and African American Political Power: Historical and Contemporary Research.” (Winner of the 2001 Isidore Brown Prize for the best senior thesis, Department of Sociology)


“How to Rule the World: An Empirical Study Examining Social Behaviors and Impression Formation in Interview Settings.” (Honorable Mention, 2001 Isidore Brown Prize for the best senior thesis, Department of Sociology)

“RAVE ON: A Look Into the Contemporary Youth Culture of Rave.” (Co-Winner of the 2000 Isidore Brown Prize for the best senior thesis, Department of Sociology)


“An Analysis of Child Care Availability as an Important Variable for Welfare Reform.” (Winner of the 1999 Isidore Brown Prize for the best senior thesis, Department of Sociology)

“The Effects of Single-Sex Schools on Students’ Social and Emotional Well-Being.”

"Raising the Ideal Child: A Comparison of Parental Expectations for Children in Two Decades." (Winner of the 1992 Isidore Brown Prize for the best senior thesis, Department of Sociology)


"The Changing Face of Elite Philanthropy in America."

"Personal Politics: Chinese Student Perceptions of Self and Nation, 1900-1989."


"State, Nation, and Nation-State: The Development of Nationalism in Azerbaijan and Bosnia." (Winner of the 1993 Brown Prize)
PART II. INFORMATION FOR SOCIOLOGY MAJORS

3. Structure of the Curriculum

3.1 General Information

The departmental major has been designed to provide a coherent intellectual experience that is both rigorous and responsive to diverse scholarly interests and career goals. The curriculum consists of (1) recommended prerequisites, (2) required departmental courses, (3) a junior paper, and (4) a senior thesis, followed by an oral examination on the thesis. Please note that the Handbook material you are now reading may have been updated more recently than the Undergraduate Announcement. In cases where the two publications provide conflicting information, follow this Handbook.

3.2 Recommended Prerequisites (see also section 2.5)

Students are expected to complete two courses in Sociology at the 100 or 200 level by the end of sophomore year. However, the department welcomes students who have a strong interest in Sociology but who do not develop this interest in time to complete prerequisites. In such cases, the Departmental Representative will require that students spend extra time in their junior year broadening their sociological knowledge. Prerequisites count toward the number of departmental courses required for the major. Students who are considering a major in Sociology must NOT designate these courses pass/D/fail (P/D/F).

3.3 Required Departmental Courses

Students must take a minimum of eight departmentals, including cognates. These courses CANNOT be designated P/D/F. The eight courses must include Sociology 301 (Research Methods) and Sociology 302 (Theory), usually completed by the end of the junior year. Students normally cannot take more than twelve departmentals (including cognates), because the university requires students to take at least eighteen courses outside the major. Courses cross-listed in Sociology are also considered as departmental courses. A common and preferred program includes 101, 301, 302, three or four additional sociology courses, and one or two cognates. All departmental courses must be taken for a grade and cannot be taken pass/D/fail. The departmental average is based on grades received in all departmental coursework, and not on the best eight grades. Juniors and seniors are encouraged to enroll in graduate courses, as their interests and the instructor’s permission dictate.

Freshmen seminars that are taught by Sociology faculty may be counted as one of the two courses needed to enter the department, but they will not count toward the eight departmentals required for graduation.
Majors must complete at least one course in two of the three groupings of 200-level courses prior to graduation. Please see section 3.4 below for these groupings and associated courses. This new condition amounts to having distribution requirements within the department. Sociology 202 does not fulfill these distribution requirements, but it continues to count as a departmental. In addition to the required 301 and 302 courses, majors must complete at least one additional sociology course at the 300-level or higher (including graduate courses).

The total number of departmental courses (including cognates) required to graduate remains unchanged at eight. The departmental average is based on grades received in all departmental coursework, and not on the best eight grades.

3.4 200-Level Groupings

Students in the Class of 2002 and beyond will be required to complete at least one course in two of the three following 200-level groupings.

I. Individual and Group Behavior

SOC 241 (The Social Basis of Individual Behavior)

II. Social Institutions

SOC 201 (American Society and Politics)
SOC 212 (Social Relations in the Economy)
SOC 214 (Creativity, Innovation and Sociology)
SOC 221 (Inequality: Class, Race, and Gender)
SOC 222 (The Sociology of Crime and Punishment)
SOC 225 (Sex, Sexuality, and Gender)
SOC 240 (Family and Kinship)

III. Macro, Comparative, Historical Change

SOC 210 (Urban Sociology: The City and Social Change in the Americas)
SOC 235 (Demographic Change: The United States and the World)
SOC 245 (Social Change: Modernization and Revolution)
SOC 250 (The Western Way of War)

3.5 Cognates

Students may include as part of their departmental requirements up to three cognate courses – courses in other departments that are related to a student’s sociological training. The student must obtain approval from the Departmental Representative to designate a course as a cognate. The Departmental Representative may determine that a program including two or three cognates does not provide sufficient depth in Sociology and may require that a student take additional courses in Sociology. Once designated as cognates, courses will be treated exactly as departmental courses. Grades from cognates will be included in calculations to determine whether a student qualifies for departmental honors. Students cannot reverse the designation of a course as a cognate.
3.6 Research Skills

Depending upon their needs and interests, Sociology majors are strongly encouraged to strengthen their research skills beyond the level required in SOC 301. This advice applies with even greater force to students who are contemplating graduate study in Sociology. Some students will want to pursue advanced training in applied statistics (including multiple regression analysis with applications to several different types of dependent variables). Others may find that additional training in qualitative research methods best meets their needs. Either way, a deeper understanding of alternative methods of analysis will pave the way for a rigorous and sophisticated Senior Thesis in which original analysis of empirical data is a requirement. The following courses are potentially relevant. Students may need the permission of the professor to take particular courses, especially graduate-level ones.

**Probability and Statistics:**

ECO 200 (Statistics and Data Analysis for Economics)
ORFE 245 (Fundamentals of Engineering Statistics)
PSY 251 (Quantitative Methods)

**Applied Statistics/Econometrics (including regression analysis):**

WWS 303 (Quantitative Analysis and Public Policy)--least intensive
POL 346 (Applied Quantitative Analysis)
ECO 303 (Econometrics)
ECO 306 (Introduction to Econometric Methods: A Mathematical Approach) -- most intensive
[Note: ECO 303/306 offer the same subject at two different math levels]
SOC 504 (Social Statistics)
WWS 507b (Quantitative Analysis: Basic)
WWS 507c (Quantitative Analysis: Advanced)
[Note: WWS 507b,c cover the same material at two different math levels]

**Qualitative Research Methods:**

ANT 301 (The Ethnographer's Craft)
WWS 513 (Qualitative Research Methods)

To facilitate the work of students who wish to pursue advanced training in research methods, and depending upon individual circumstances, courses from this list may be designated as cognates in the Sociology department.

4. Junior Independent Work

4.1 Junior Seminar

The Junior Seminar meets regularly during the first semester to introduce students to the process of independent research, discuss research and writing strategies, and familiarize students with important resources for research. Occasionally students will turn in short progress reports or other materials that they should also submit to their advisers as a normal part of the research process. Attendance is required at all meetings of the seminar. Unexcused absences will result in a 1/3 grade deduction on your junior paper.
The time and place for the meeting of the Junior Seminar will be announced during orientation on Tuesday, September 10.

4.2 Junior Paper

The junior paper (JP) is usually based upon extensive library research of literature relevant to a specific and well-defined sociological research question. The student must include a critical analysis of the relevant sociological literature and is encouraged to include a research design exploring issues that emerge in the course of the investigation. Junior Papers may also involve data collection and analysis via interviews, surveys, and the like.

Each student has a faculty adviser with whom she should stay in close touch, discussing the framing of the sociological question, relevant sources, research strategies, and progress.

Examples of recent Junior Paper topics in Sociology:

“Media and the Dieting Industry—Affects on Dieting Culture in the US.”

“Gender/Race and Ethnicity Differences in Responses to Ethnomethodological Intervention.”

“Educational Developments in Latin America.”


“The Origins of Intraracial Skin Color Prejudice.”

“Family Structure and Juvenile Delinquency: An Analysis of the Effects of Single Parent Households on Youth Delinquency.”

“Nowhere to Go: A Qualitative Study of the Causes and Transmission of Family Homelessness.”


“Affluent Eating Disorders: Starving in the Midst of Plenty.”

“Coping Mechanisms Used by Lower- and Middle-Class African Americans for Everyday Experiences with Racism.”

“The Popular Music Industry: Examining Theories of Structural Change and Its Effect on the Character of Music from the 1950s to the 1990s.”

“The Educational State of Black Non-Standard English-Speaking Youth in the United States.”
4.3 Policies and Procedures

4.31 Form, Style, Length, Copies

(a) Form

The Junior Paper must be typed double-spaced on 8 ½ x 11 unlined white paper.

(b) Style

In citing the work of other authors in their independent work, students should follow the “Manuscript Preparation” guidelines prescribed by the American Sociological Review, the flagship journal of the American Sociological Association. These guidelines are listed inside the front cover of any recent issue of ASR. A few examples follow, but you should consult ASR for details.

References follow the text in a section headed “REFERENCES.” All references used in the text must be listed in the reference section, and vice versa. In other words, the list of references should include only those works you actually cite in the text. Do not include items you may have read or consulted as background reading but did not actually use. Publication information for each must be complete and correct.

(1) To reference a book:


(2) To reference a chapter in a book, a journal article, or two articles by the same author(s) containing the same year of publication:


Citations in the text need only use author and date, but the precise form differs depending on whether the author is cited in the body of a sentence or at the end for general reference purposes:

(1) “Lawler’s (1992b) recent theory of affective attachments….,”
(2) “Thus, the results suggest that research on emotional processes in negotiated exchange should treat the interest/excitement dimension of positive emotion separately from the more basic pleasure/satisfaction dimension (Izard 1977; Larsen and Diener 1992).”

Footnotes should be used to provide substantive information that supplements what is said in the text. They should NOT be used for bibliographic citation purposes. Here is footnote 8 from Lawler and Yoon (1993, p. 471): “Pretests indicated that these initial instructions prevented later instructions from being a surprise. There was no indication that early mention of the gift-giving option produced a ‘mental set’.”


(c) Length

A serious treatment of most Junior Paper topics requires roughly 10,000 words, or 35-40 pages.

(d) Copies

Two unbound copies of the Junior Paper should be submitted to Cindy Gibson in the Sociology Department Office for distribution to the adviser and a second reader. The paper must be signed with a pledge of authorship in accordance with University regulations.

4.32 Basing Independent Work on Previous Work/Research

With the permission of their independent work advisers, students sometimes base independent work on course work, such as the term paper they write for Sociology 301. University and departmental rules are designed to assure that students do as much work as they would have done in the case of two separate projects.

(a) Cases where a course paper is to be incorporated into independent work

When the actual course paper is to be part of the student’s JP, the length of the final product should be approximately the combined length of the two paper requirements. For example, if a Junior Paper incorporates a course paper that is 10 pages long, then the Junior Paper should be 45-50 pages long.

(b) Cases where the independent work is based on previous research

In some cases, students may want to base their independent work on data collected for a course paper but ask a different research question from that addressed in the first paper. Thus the actual course paper is not incorporated into the Junior Paper. In this case, students must include a copy of the course paper along with their JP, but the JP need be no longer than the usual 35-40 pages.
4.33 Deadlines, Extensions, Penalties

(a) Deadlines

The Junior Paper is due no later than 4:00 p.m. on Friday, April 24, 2003. Students are also expected to abide by other interim departmental deadlines listed in Section 4.4 below.

(b) Extensions

Extensions of Junior Paper deadlines may be granted only under extraordinary (usually medical) circumstances by the Departmental Representative. Individual advisers cannot grant extensions. For extensions beyond Dean’s date for independent work, which is Monday, May 5 for seniors and Tuesday, May 6 for juniors, students must consult Dean Frank Ordiway.

(c) Penalties

The grade on a Junior Paper submitted beyond the deadline will be reduced by one-third of a letter grade (e.g., A to A-) for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included. The maximum penalty is two full letter grades, with the further stipulation that no grade will be reduced to an “F” for lateness.

4.34 Grading

Students will receive a single grade for the Junior Paper based on the assessments of the adviser and a second faculty member, assigned by the Departmental Representative. At the end of the year the student will be informed of their overall grade and provided with the adviser’s comments on the Junior Paper.

4.4 Other Important Deadlines

Note: Please turn in all forms, proposals, and drafts of independent work to the Undergraduate Secretary, Cindy Gibson, who will forward them to the appropriate persons.

OCTOBER 18: DEADLINE FOR CHOOSING AN ADVISER

Normally, students are not assigned to advisers. Instead, they are expected to consult Section 2.2 (Faculty) in this Handbook and also the list of topics suggested by faculty members, distributed at the beginning of the year, to see which faculty members’ interests best match their own. You should plan to meet early in the semester with these faculty and to discuss your ideas for junior independent work. After a faculty member has agreed to be your adviser, fill out an Adviser Selection Form and return it to Cindy Gibson, the Undergraduate Secretary, in Room 106 Wallace Hall.

CARPE DIEM: Don’t delay in finding a faculty adviser. Each faculty member has a quota of advisees they may supervise.
October and November

Consult with your adviser to establish a research plan and schedule. Develop a reading list by consulting the Encyclopedia of Sociology, the Handbook of Sociology, the Annual Review of Sociology, the online resource Sociofile, and other research resources listed in Section 6 of this Handbook.

DECEMBER 2: ANNOTATED BIBLIOGRAPHY AND OUTLINE DUE(*)

Submit to Cindy Gibson a 5-page prospectus including an outline, a complete bibliography, a summary of your sociological research question and its significance, and your hypotheses. This progress report should also include a preliminary title for your JP.

If you plan to conduct research that directly involves human subjects (e.g., asking classmates to respond to a survey), you must first apply for permission to the Institutional Review Panel for Human Subjects. This is a University requirement. This Panel meets once a month, and in many cases proposals must be revised and resubmitted to the IRP. So get your requests in early. Use Form A included at the back of this Handbook.

December 2: Deadline for first round of Departmental funding requests

If you anticipate needing funds to cover research costs you may apply to the Department. Resources are quite limited, and grants do not typically exceed $200. Use Form B included at the back of this Handbook.

FEBRUARY 17: 15-PAGE DRAFT OF JUNIOR PAPER DUE(*)

This should include a one-page outline of your JP, a brief status report about any problems you are encountering, and an updated bibliography. Most importantly, you should produce a good draft of roughly the first half of your JP. Submit the draft to Cindy Gibson.

February 17: Deadline for second round of Departmental funding requests

If Departmental funds remain, we will consider new requests at this time.

MARCH 24: FIRST DRAFT OF COMPLETE JUNIOR PAPER DUE(*)

Submit a full first draft of your JP to Cindy Gibson, who will forward the draft to your adviser for comments. You should receive written comments on this draft.

(*)WARNING: UNLESS AN EXTENSION HAS BEEN GRANTED BY THE DEPARTMENTAL REPRESENTATIVE, STUDENTS WHO FAIL TO TURN IN THEIR WRITTEN WORK BY THE PRESCRIBED DUE DATE WILL BE PENALIZED ONE-THIRD OF A LETTER GRADE ON THEIR FINAL INDEPENDENT-WORK GRADE.

March 24 to April 24

Revise your Junior Paper following the suggestions of your adviser.
APRIL 24: FINAL DRAFT OF JUNIOR PAPER DUE

Submit two copies of the final paper to Cindy Gibson. Be sure to include and sign the pledge. **Separate penalties apply for failing to meet this deadline. Refer to section 4.33(c) for penalties for turning in independent work after the deadline.**

5. Senior Independent Work

5.1 Senior Thesis and Oral Examination

Senior independent work consists of completing a thesis that (a) explores the various theoretical approaches that have been used to explain a particular social phenomenon and (b) examines that phenomenon through secondary analysis of existing data and/or primary analysis of data collected by the student. Students whose thesis topics require advanced quantitative skills may acquire the necessary competence by enrolling in advanced statistics courses. A partial list of relevant courses is given in Section 3.6. Students who are contemplating collecting their own data will in most cases need the prior approval of the University’s Human Subjects Committee.

In addition, each senior takes an oral examination based on the Senior Thesis and the broader subfield to which it contributes, which is conducted by a departmental committee in May.

5.2 Policies and Procedures

5.21 Form, Style, Length, Copies

(a) Form

The Senior Thesis must be typed double-spaced on 8 ½ x 11 unlined white paper. Students are required to submit **three** copies of their Senior Thesis. Two copies should be unbound and unstapled (please do not use bindings of any kind). The other should be bound according to the following specifications. The margin on the left side of the page shall be at least 1 and ¼ inches; on the right side, ¾ inch. The Princeton University Press and the Bureau of Student Aid (Thesis Binding Agency), as well as some commercial firms, offer binding services.

(b) Style

The Manuscript Preparation Guidelines specified by the department for the Junior Paper extend also to the Senior Thesis (see Section 4.31 for details).

In addition, the Senior Thesis must without exception include the following: (1) a cover label and a title page that conform to the models that follow this paragraph; (2) a detailed table of contents; (3) a complete list of the cited references; (4) adequate documentation of the content of the Thesis by footnotes or references to source material. Footnotes may be placed either at the end of each chapter or, preferably, at the bottom of each page, in either case remaining consistent throughout the Thesis; (5) pages that are numbered sequentially from beginning to end of the Thesis.
Sample Label on Cover

TITLE IN FULL

Author

Sample Title Page

AN ANALYSIS OF VOLUNTARY GROUPS

AMONG THE MIDDLE CLASS

OF PRINCETON

By

John Q. Doe

A thesis presented in partial fulfillment of the
Requirements for the degree of Bachelor of Arts

Department of Sociology
Princeton University

April 2003

(c) Length

A serious treatment of most Senior Thesis topics requires roughly 20,000 words, or 75-80 pages.

(d) Copies

The signed original (bound) and two signed copies (unbound) must be delivered by the student to Cindy Gibson in the departmental office by the due date for Senior Theses (4:00 p.m. on Friday, April 24). The student must also affix a label onto the outside cover of the bound copy which includes the title and author of the thesis. The bound copy and one unbound copy will be returned to you in late May.
5.22 Basing Independent Work on Previous Work/Research

Read the regulations for Junior Papers discussed in Section 4.32, substituting “Senior Thesis” for “Junior Paper.”

5.23 Deadlines, Extensions, Penalties

Policies governing deadlines, extensions, and penalties for the Junior Paper apply as well to the Senior Thesis. Refer to Section 4.33.

5.24 Grading

The Senior Thesis grade will be jointly determined by two readers—the student’s adviser and one other member of the faculty in Sociology or, if appropriate, another department.

5.3 Other Important Deadlines

Note: Please turn in all forms, proposals, and thesis drafts to the Undergraduate Secretary, Cindy Gibson, who will forward them to the appropriate persons.

OCTOBER 18: DEADLINE FOR CHOOSING AN ADVISER

Normally, students are not assigned to advisers. Instead, they are expected to consult Section 2.2 (Faculty) in this Handbook and also the list of topics suggested by faculty members, distributed at the beginning of the year, to see which faculty members’ interests best match their own. You should plan to meet early in the semester with these faculty and to discuss your ideas for senior independent work. After a faculty member has agreed to be your adviser, fill out an Adviser Selection Form and return it to Cindy Gibson, the Undergraduate Secretary, in Room 106 Wallace Hall.

CARPE DIEM: Don’t delay in finding a faculty adviser. Each faculty member has a quota of advisees they may supervise.

October and November

Consult with your adviser to establish a research plan and schedule. Develop a reading list by consulting the Encyclopedia of Sociology, the Handbook of Sociology, the Annual Review of Sociology, the online resource Sociofile, and other resources.

DECEMBER 2: PROSPECTUS DUE(*)

This 5-page prospectus should include an outline, a complete bibliography annotated with remarks about the pieces you have read, a summary of your sociological research question and its significance, and your hypotheses. Please submit the report to Cindy Gibson.

If you plan to conduct research that directly involves human subjects (e.g., asking classmates to respond to a survey), you must first apply for permission to the Institutional Review Panel for Human Subjects. This is a University requirement. This Panel meets once a month, and in many
cases proposals must be revised and resubmitted to the IRP. So get your requests in early, using Form A included at the back of this Handbook.

December 2: Deadline for first round of Departmental funding requests

If you anticipate needing funds to cover research costs, you may apply to the Department after first applying to University-wide funding sources. Resources are quite limited, and grants do not typically exceed $200. Submit Form B included at the back of this Handbook to Cindy Gibson.

FEBRUARY 17: DRAFT DUE(*)

Your first two chapters and a two-page report on data analysis are due at this time. Please submit the draft to Cindy Gibson.

February 17: Deadline for second round of Departmental funding requests

If Departmental funds remain, we will consider new requests at this time. Submit Form B to Cindy Gibson.

MARCH 24: FIRST DRAFT OF COMPLETE SENIOR THESIS DUE(*)

Submit a full first draft of your Senior Thesis to Cindy Gibson, who will forward the draft to your adviser for comments. You should receive written comments on this draft.

(*)WARNING: UNLESS GRANTED AN EXTENSION BY THE DEPARTMENTAL REPRESENTATIVE, STUDENTS WHO FAIL TO TURN IN THEIR WRITTEN WORK BY THE PRESCRIBED DUE DATE WILL BE PENALIZED ONE-THIRD OF A LETTER GRADE ON THEIR FINAL INDEPENDENT-WORK GRADE.

March 24 to April 24

Revise your Thesis following the suggestions of your adviser.

APRIL 24: FINAL DRAFT OF SENIOR THESIS DUE

Submit one bound copy and two unbound copies to Cindy Gibson, who will forward them to your adviser and second reader. Theses should be turned in at Room 106 Wallace Hall no later than 4:00 p.m. on Friday, April 24, 2003. Separate penalties apply for failing to meet this deadline. Refer to section 4.33(c) for penalties for turning in the thesis after the deadline.

MAY 14 AND MAY 15: DEPARTMENTAL EXAMINATIONS AND POSTERS

Your final oral departmental examination will be scheduled on one of these two days. You will receive a note in April advising you of the time and place. The committee will consist of your adviser and second reader.

The final departmental oral examination is administered at the end of the senior year and is conducted by the two or more faculty members who graded the student’s Senior Thesis. The
examination normally lasts 30 minutes. Each student should prepare a five-minute presentation of their senior thesis project. This presentation should be accompanied by a poster displaying the title of their thesis, their name, the research question(s), a brief statement justifying the relevance of their research question, a description of their study design, a description of their data, presentation of key findings, a brief summary of results, and concluding observations regarding the study’s contribution to theory, evidence, and/or policy. These posters will be on display during Class Day ceremonies. The student’s presentation is followed by questions, first about the thesis itself and then about related and unrelated areas of sociology. In rare circumstances the examination may also include a written component. The grade of the oral examination is jointly fixed by the examiners.

6. Resources for Research

Students must consult with advisers and engage in library research to learn which sociological literatures are relevant to their topics. After consulting with advisers, students should examine the sources listed below. Ask at the desk at the Social Science Reference Center (SSRC), A floor of Firestone Library, where to find these sources.

--Encyclopedia of Sociology. Call number HM17.E5.1992; available in SSRC. This four volume encyclopedia is helpful in orienting students toward the major sociological questions. The encyclopedia includes short, manageable entries on various sociological topics.


--Handbook of Sociology, ed. Neil Smelser (Newbury Park, Calif: Sage, 1988). Call number HM51.H249.1988. This volume includes approximately twenty-five informative summaries of the research findings and dominant paradigms in various sociological subfields. Some of the entries in this volume may be dated and should be supplemented with more recent sources (e.g. Annual Review of Sociology).

--Sociological Abstracts. Contains brief summaries of sociological articles published in scholarly journals. It is published annually. To use SA, start with the subject index. Choosing the proper subject headings is often the most difficult part of a literature search. Experiment with different possibilities; often the problem is that students choose overly narrow categories. Subject headings will list the coded numbers of articles, which you can find in the same volume. For further assistance, see the “User’s Guide” in the beginning of each volume. Because each volume covers only a relatively short time period, you may need to look through many volumes.

--Sociofile. This is a database on CD-Rom (a compact disk) that includes much of the same information, available in Sociological Abstracts for the last 15 or 20 years. Sociofile is initially more difficult to learn, but once you’ve mastered a few simple commands, it is a valuable resource that will save you time. Ask at the desk at the Social Science Reference Center for assistance in using Sociofile. SSRC provides a leaflet with instructions for the use of Sociofile. Note that it can be accessed in the Psychology Library on the first floor of Green Hall.
**Social Science Citation Index (SSCI)** is an index to all social science journals, published annually and supplemented with 5-year compilations. It organizes information three ways: by subject, by source (i.e., by the names of authors and titles), and by citation (i.e., listing a source and then listing other works that have cited that source). To begin, look under the “subject index” for all listings that may be useful to you. Under each subject will be listed various authors. Look up those authors in the “source index” to obtain the full bibliographic information for sources related to your subject. The small type list under source entries is a list of books and articles that the author cited. For recent years, Sociofile provides the same information as SSCI and it is faster to use. However, for articles written before the 1970s, SSCI is most valuable.

**Annual Review of Sociology.** Each year, this volume includes about fifteen articles reviewing the literature in particular sociological subfields. Students should examine the contents of this annual publication, going back at least ten years, and read relevant articles. *Annual Review* articles can give a very good sense of the relevant issues and the citations necessary to help you start to research a particular topic.

**Lexis/Nexis.** Lexis/Nexis is a computer database that includes the full text of newspaper and journal articles. It is available through the library’s electronic gateway. Lexis includes course decisions and other legal materials and is a standard research tool of people working in law and the sociology of law. Nexis includes the text from many newspapers and other publications.

**Expanded Academic Index (EAI).** The EAI contains bibliographic information for articles in scholarly journals and, in some cases, full text of articles. Access EAI through the library’s electronic gateway.

**Office of Population Research (OPR).** The Office of Population Research, located on the second floor of Wallace Hall, contains the finest demographic library in the world. Students who are planning to do their independent work on a population-related topic should visit the OPR library (in the lower level of the building) and speak with the Head Librarian, Maryann Belanger, for assistance.

**Web Resources include:**

Sociology Department Links (Julian Dierkes) – www.princeton.edu/~sociolog/links.html -- exhaustive set of resources for sociologists.


Public Agenda Online – www.publicagenda.org – contains current information on 20 key public policy issues. Some examples include alcohol abuse, crime, education, the family, health care, immigration, and race. Varying perspectives on every issue are covered. There are statistics and analyses of recent public opinion polls, as well as links to other resources. This is a good way to become acquainted with the issues in an area, but do not conduct your independent work research from this basis alone!

7. Financial Support for Independent Work

7.1 Support for Juniors

To apply for departmental funds to support Junior Paper research, use Form B in this Handbook.

Juniors who plan to begin work on Senior Theses during the summer after junior year can apply for support from the Senior Thesis Fund. In April the Office of the Dean of the College sends out information about the application process. To apply you must obtain a statement from a potential adviser and must submit your application to the Departmental Representative about a week before the actual Dean’s Office deadline. Applications for summer support for topics related in any way to public policy should also be made to the Woodrow Wilson School, 438 Robertson Hall, extension 8-4817.

7.2 Support for Seniors

There are a number of sources of financial support for Senior Thesis research. Please check the Alumni Council’s website (http://www.princeton.edu/~alco/funding.html) for updates on the funds listed below. Although there are no guarantees, experience suggests that any student with a reasonable topic can, with a little bit of planning and a small amount of effort, obtain a few hundred dollars for necessary research expenses. Below are listed different funds that have, in past years, been available. Included are the persons to contact. In all cases, apply as early as possible. Please note that, should any departmental funds be available for such purposes, only students who have first attempted to obtain funds through university sources will be eligible.

(1) Senior Thesis Fund

Administered by the Office of the Dean of the College. They send out information about October 9 and have a due date of about November 8. Sometimes, if there is money left in the funds, they have an additional round of applications later in the year. Applications and instructions can be obtained from 408 West College or off the World Wide Web (http://www.princeton.edu/~odoc/thesisapp.html).

(2) Class of ’39 (Fred Fox) Fund

Contact Susan Van Doren, Room 27, Murray-Dodge, x8-3042. Deadline: December 15 and March 25.

(3) Classes of 1942 and 1992 Horton/Elmer Fund

Contact Richard Williams, Associate Dean of the College, 408 West College, x8-5520, email: rgw@princeton.edu. Deadline: First week of October and the last week of March.
(4) **Class of 1984 Memorial Fund**

Contact Meryl A. Kessler '84, 36 Lockwood Road, Newton, MA 02465-2414. Phone and fax: 617-964-0988, email: scotto36@aol.com. Deadline: November 15.

(5) **Class of 1955 Fund and Roundtable Fund**

Contact Richard Williams, Associate Dean of the College, 408 West College, x8-5520, email: rgw@princeton.edu. Deadline: First week of October and last week of March.

(6) **Class of 1991 Fund**

Contact Robin Farley '91, 255 West End Avenue #13C, New York, NY 10023, or robin.farley@btalexbrown.com. Application forms are available from the Alumni Council at Maclean House. Deadline: March 31 and December 1.

(7) **Woodrow Wilson School**

Contact the undergraduate office, 438 Robertson Hall, x8-4817. The due date for academic year funds is October 7, and there are also applications taken in the Spring for thesis research in the summer after junior year. Topics dealing with public policy, in any discipline, are eligible. Sometimes “public policy” is defined loosely, which means that any topic conceivably eligible is worth an application.

(8) **Departmental funds**, in modest amounts, may be available for students who have first attempted to obtain funding elsewhere. If there are such funds, you will be notified of the application deadline and should use Form B (in this *Handbook*) to apply.

8. **Graduation Requirements, Honors, Prizes**

8.1 **Departmental Graduation Requirements**

In order to graduate, students must satisfy the following requirements:

(1) Achieve a passing grade for:

(a) Sociology 101

(b) Sociology 301

(c) Sociology 302

(d) Junior Independent Work

(e) Senior Independent Work

(f) The Departmental Oral Examination
The minimum passing grade for Sociology 101, 301, Sociology 302, and Junior Independent Work is “D”. For Senior Independent Work and the Oral Examination, the minimum passing grade is “C”.

(2) Achieve an average grade of “C” or better for all graded sociology and cognate courses regardless of when they were taken. The average grade is computed by transforming grades to a numerical scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>C-</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>C+</td>
<td>7</td>
</tr>
<tr>
<td>B-</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td>B+</td>
<td>10</td>
</tr>
<tr>
<td>A-</td>
<td>11</td>
</tr>
<tr>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>A+</td>
<td>13</td>
</tr>
</tbody>
</table>

The required average is therefore 6.00 or better. If a student repeats a course which he or she has failed, the new course is substituted for the “F” in the grade calculations.

8.2 Departmental Honors

The Sociology Department, like other departments in the University, awards honors, high honors, and highest honors to graduating seniors. The selection of students for honors is determined on the basis of the following components and weights.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Independent Work</td>
<td>30%</td>
</tr>
<tr>
<td>Senior Departmental Examination</td>
<td>5%</td>
</tr>
<tr>
<td>Junior Independent Work</td>
<td>15%</td>
</tr>
<tr>
<td>Departmental and Cognate Courses</td>
<td>50%</td>
</tr>
</tbody>
</table>

In the past, approximately a third of the seniors in Sociology have been awarded honors. The proportion varies from year to year.

The Sociology Department takes into account all departmental courses when calculating honors (not just the top eight grades).

8.3 Departmental Prizes

(1) The Sociology Department’s Isidore Brown Prizes are awarded to:

(a) The student achieving the highest ranking among all seniors awarded highest honors ($125);

(b) The student submitting the best Senior Thesis ($125).

These awards may be shared.

(2) The Sociology Department’s Lisa N. Bryant Award honors the graduating Sociology major whose contributions to the community and to scholarship best exemplify the qualities represented in the life of Lisa N. Bryant ’93. Ms. Bryant demonstrated a strong commitment to the welfare of others and an application of sociological knowledge to the analysis of social needs. Faculty and students in the department are invited to make nominations during the Spring semester (book and $300).
9. Forms

Before beginning any research requiring contact with human subjects (via interviews, questionnaires, or other procedures), students must first obtain approval from the Institutional Review Panel for Human Subjects. **THIS IS A UNIVERSITY REQUIREMENT DESIGNED TO PREVENT UNETHICAL RESEARCH PROCEDURES, PROTECT HUMAN SUBJECTS, AND RESPECT THEIR RIGHT OF PRIVACY. ONE MUST ALLOW SEVERAL WEEKS FOR COMMITTEE APPROVAL BEFORE BEGINNING ANY SUCH RESEARCH.** Use Form A to apply to the IRP, and see Cindy Gibson for additional details. Students must send a copy of the letter/form indicating approval to their independent work advisers.

Princeton University's
Institutional Review Panel for Human Subjects

The Institutional Review Panel meets once a month (usually the third Monday of every month). Meetings are held in Class of 1952 Room, Frist Campus Center at 3:30 pm.

Meeting Schedule for 2002-2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>September 24</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>October 9</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>October 21</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>November 13</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>November 25</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>December 4</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>December 16</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>January 8</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>January 20</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>February 5</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>February 17</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>March 12</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>March 24</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>April 9</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>April 21</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
<tr>
<td>May 8</td>
<td>Deadline for submissions, 12:00 noon</td>
</tr>
<tr>
<td>May 21</td>
<td>Meeting, Class of 1952 Room, Frist Campus Center, 3:30 pm</td>
</tr>
</tbody>
</table>
Form(s) A follow this page. Please note that this year’s forms were not available at the time of this printing. To obtain additional copies of the forms and instructions, please visit the IRP website: http://www.princeton.edu/orpa/grants/irp.htm.
APPLICATION FOR DEPARTMENTAL RESEARCH FUNDS

1. The Department will not provide funds to cover clerical costs, such as typing, and will not provide funds to cover the normal costs of photocopying associated with independent work.

2. Attach to this application a bibliography labeled with your paper topic or title.

3. Should there be funds available this year, there will be two rounds of applications. The first round has a due date of December 2; the second round has a due date of February 17.

Name and class of student________________________________________________________

Name of adviser_______________________________________________________________

I am applying for research funds for (check one): Junior Paper _____; Senior Thesis _____

Purpose to which funds would be applied

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

ESTIMATE OF COSTS____________________________________________________________